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# Journal of EDUCATION

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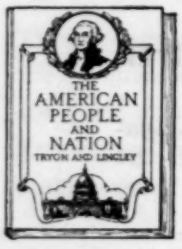


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# JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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# EDITORIALS

## Old and New Schools

IT IS quite natural for the old folks who remember their school days to think they were brighter and better on the "Three R's" than the children of today, who are detouring on fads, but there are several cities where this claim is abandoned.

Junior high school students are challenging Rotarians, Kiwanians, Lyons Clubs and other pretentious community leaders in arithmetic and spelling, and so far as recorded the boys and girls have never come off second best.

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The University of Chicago has enrolled 7,781 students this new academic year. This is the record for the University.

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## A College Normal School

THERE are two interesting, sometimes amusing, professional conflicts between state teacher-training institutions. Some are proud to retain the name with which they were christened in infancy in Massachusetts as "State Normal Schools," while some seek to have a new birth as "State Teachers Colleges."

Far be it from us to take any part in this tragic professional contest, but venture the remark that accredited college work is likely to be as scholastic in a State Normal School as in a State Teachers College, and the buildings and equipment are likely to be as academic in the first as in the second.

We are prompted to call attention to the adequacy of State Normal Schools by the issuance by Indiana State Normal School at Terre Haute, of a remarkably beautiful forty-page illuminated booklet of photographs of buildings, grounds and activities unsurpassed by any State Teachers College, if, indeed, it has any equal portrayal of college equipment or functioning.

Here is a State Normal School that is highly academic, distinctly professional, elaborately vocational and intensely athletic. From 1885 to 1924 William Wood Parsons was president, and ranked with college and university presidents in all the forty years, and his successor, I. N. Hines, easily maintains the academic prestige of the State Nor-

mal School while intensifying a modernizing spirit as pronounced as in any State Teachers College.

The important feature is what these state institutions are and not what they are called.

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Frank B. Dyer, ex-superintendent of Cincinnati, is re-elected to the Board of Education of the city as usual by a vote of 18,310 above the next highest man elected, and 38,140 above the highest vote of a defeated candidate.

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## Praising Public Schools

PROFESSOR LLEWELYN T. SPENCER of Yale follows others who estimate that boys prepared for college in public high schools do better in college than boys who come to college from special preparatory schools. He admits that their standing in entrance examinations is not as high, but they take the lead before graduation.

Our readers know that we are seldom enthusiastic over any estimates of this kind, but there is no discounting the fact that the repeated estimates by professors in such universities as Harvard and Yale make it entirely clear that the public schools are not an inferior group of institutions as certain habitual critics try to make out.

The New York World, November 27, well says: "The public schools may be to some extent the footballs of faddists, propagandists, politicians, and so on. But in the main they must do their work well, else even their best graduates would not make such good records after they get into college. And many of us will continue to believe that with all their faults they are the place for an American child to receive the first part of his education."

---

No one is saying the best thing in the best way more skilfully than is Payson Smith, state commissioner for Massachusetts,. A sample of his wisdom is in the following sentence: "There are men all over the nation who are trying, either through ignorance or maliciousness, to develop human pettiness."

---

## Planning for the Future

IN KANSAS CITY a movement has been started by the Chamber of Commerce and other organizations to ascertain what the total needs for bonding and taxation for the purpose of up-keep and improvements in the county, city, and school district will be in the next ten years so that the public may more easily decide as to what bonding, taxation, and expenditure may be authorized.

During the ten years last past the average expenditure by the Kansas City School District (from building funds) for sites, building, and permanent equipment was approximately $1,500,000. However, during this ten-year period the school building situation has been greatly improved, so that at the present time the school buildings are adequate. For the next ten years there will be only the need to provide for increased enrollment.

Basing this estimate upon the present per-capita cost per pupil enrolled in the school district (as determined by dividing present cost value of the school plant by the total number of pupils enrolled) and estimating that the extent of increase in enrollment for the next ten years should be the same per cent. that the increase in enrollment was for the past ten years, the cost of buildings for this increased enrollment would be $18,570,750.

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The students of Northwestern University, Evanston, won a vigorous campaign for a restoration of the former custom of having chapel exercises.

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## Allen of North Carolina

STATE Superintendent A. T. Allen of North Carolina is facing heroically a situation which no friends of North Carolina were anticipating. For fourteen years North Carolina had gone forward by leaps and bounds, always by practically unanimous legislative leadership, but a combination of unexpected conditions developed successful opposition to the desire to have state-wide adoption of an eight-months school term.

Without in the slightest degree blaming the legislature for its failure to meet the emergency, Dr. Allen is fathering a crusade to achieve the same results in a better way.

Already fourteen counties have voluntarily adopted an eight-month schedule, and in the next six months Mr. Allen plans the education of people in every county of the state to such a degree of educational devotion that practically every county will be on an eight-month basis by the time the next legislature is in session.

North Carolina's unprecedented educational leadership was attained by the education of the people in every school district of the state by Aycock, McKeever, Alderman, Page, and Claxton, and Dr. Allen is returning to first principles when he establishes a crusade of education for a universal eight-month term.

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Princeton students earn $207,543 on the side, and receive $150,338 in scholarships and tuition loans.

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Duke University surpassed itself by enrolling more than fifteen hundred students at the opening this year.

# Spirit of American Youth

By A. E. WINSHIP

THE world needs nothing quite so much as it needs to have American youth appreciate the opportunities and responsibilities of today.

When children born this year graduate from the senior high school at eighteen years of age, all the men and women of America between thirty and forty-two years of age will be the men and women who are now in the junior and senior high schools, or those who will be there in the next six years.

With unimportant exceptions men and women of thirty years of age have started life work seriously, and those of forty-two years of age have begun real achievement.

The men and women of America from thirty to forty-two years of age come very near being the America at any time. The youth in schools today between the seventh and the twelfth grades and those who will be in those grades six years from today will come very near being America when the children born this year will graduate from the senior high school.

The spirit of American Youth today, will, therefore, determine what America will be when children born this year complete their educational career at eighteen years of age. And America will probably be the dominant factor in world affairs if the Spirit of American Youth improves its opportunities and accepts its responsibilities.

"The Spirit of American Youth" follows "The Spirit of St. Louis," which Lindbergh humanized by his immortal "We," an inspiration apparently more than human.

"The Spirit of St. Louis" was the name chosen by Lindbergh for his comrade in flight, because of what that name had already done for the City of St. Louis.

With that slogan the city of St. Louis is being made the most beautiful commercial and industrial city in the New World.

It was that slogan, "The Spirit of St. Louis," which led the voters of that city by more than a two-thirds vote to provide eighty-seven million dollars to be expended in eliminating every undesirable feature in back alleys; all by-ways are to be well-paved, all important highways are to be widened into boulevards, unfortunate traditional districts are to blossom out as recreational parks of beauty, and the new municipal auditorium will enhance the flavor of the metropolis of the Great Southwest.

It was what "The Spirit of St. Louis" had achieved as a slogan for the city that inspired Lindbergh to make it a vital part of the "We" of the greatest achievement of a "Lone Scout" in modern times.

Myron T. Herrick, America's ambassador to France, carries "The Spirit of St. Louis" back to the moment when the priest standing beside King Louis the Sixteenth, as the guillotine fell, cried defiantly: "The Spirit of St. Louis ascends to the skies." Thus "The Spirit of St. Louis" was sacred as it landed on French soil, and has been hallowed by its service in St. Louis and as the partner of the world hero of the century.

America will not only be what the men and women of those twelve virile years will make it *but those men and women will be what the America of today will make them.*

Greater opportunities for junior and senior high school students cannot be conceived, nor can greater responsibilities be assumed than by these students today.

The opportunities are marvelous, the responsibilities are glorious.

While many things, new and wonderful, are being discovered and revealed, invented and created in these hectic times, few things really affect America vitally or permanently. One great transformation in a generation is really quite as much as a nation can adequately assimilate.

The six years that students now accept junior and senior high school leadership and the six years that follow these six years round out the twelve years of the school life of a generation, and this school life of a generation is about all that any one great transformation can do to establish itself universally and permanently.

America is now well through one of its most important absorption and assimilation transitions, and is in the birth throes of its successor.

The gasoline motor with its annexes and variations has remade America, so that nothing American will ever be what it was twelve years ago. The automobile with its prefixes and suffixes has entirely eliminated isolation, and has abolished the distinction between country and city people.

No one sees a country man any more. If you see a man with a long beard you know it is his religion and not because he lives in the country. No woman wears long skirts because she lives in the country, but if she does it is because it is her religion.

Now America has another equally miraculous transformation inaugurated by long-distance-power-transmission, which can send hydro-electric power vast distances by pressing a button or turning a switch.

If Chicago wants power for anything she buys it in Northern Maine, where they have no use for it. Chicago would be no better off if she had Niagara Falls in her back yard than she is with

the streams that were running wild in Northern Maine.

Hydro-electric power by the use of long-distance-power-transmission can send power a thousand miles to do anything desired along the way. It can haul a mile long freight train over any mountain or it can "step the power down" so delicately that a shop girl living in an apartment can touch a button or turn a switch and make ice when she wants it, and as much or little as she wants of it.

What the gasoline motor has done for the country home and the city chain stores, hydro-electric power is doing for states and sections.

When the junior high school freshman six years from now graduates there will be no East and no West, no North and no South industrially, commercially, socially or civically.

Hydro-electric power which is sent vast distances is never estimated by the power which sends it on its way. There is always resistance to be overcome and this resistance is now measured with great accuracy and the voltage is the power which is sent out less the resistance that had to be overcome, so that the volts received for use are the voltage, less the voltage dissipated in overcoming resistance.

The men and women from thirty to forty-two years of age who will virtually be the American industrial and commercial, mercantile and manufacturing, official and professional, social and religious force eighteen years from today will be the concentrated influence of the best force of the best minds in the junior and senior high schools less the amount required to overcome the resistance of those who discount the general voltage by their hindrance of the good influence of those who have a noble purpose to make the America of their day achieve the most for God and humanity.

It is no easy matter to carry over into real life the ideal conditions possible in school life. Much depends upon the spirit with which one faces the responsibilities of opportunities.

# Buffalo's Opportunities

WE KNOW of no city that offers more and better educational opportunities than does Buffalo, nor any city superintendent who is more uniformly and skilfully efficient than is Ernest C. Hartwell, who is one of a group of eminently wise and devoted city superintendents. The United States has never had so many city superintendents of superior wisdom in the leadership of teachers and principals, students and parents, civic and industrial influences as now.

The Buffalo Journal of Commerce of October, 1927, devoted several full pages to "Buffalo--A City of Educational Opportunity," by Ernest C. Hartwell, superintendent, from which we quote:—

"Politics for the past ten years have been completely divorced from all contact with the selection of teachers. No mayor for the past decade has even suggested a preference in the appointment or promotion of teachers. With scarcely an exception during that period no member of the city government and no member of the Board of Education has attempted to substitute personal interest in any individual for the strictly professional standards maintained by the department and administered by the superintendent for the selection of teachers. Such a statement portrays in the most graphic possible manner the attitude of the people of Buffalo toward the profession of teaching. The city respects its teachers. Their selection, working conditions, supervision, tenure, sick leave, salaries, and protection of personal rights reflect in almost every particular as healthful and happy a situation as can be found anywhere in the country.

"Whatever can be done to stimulate the teacher's higher educational accomplishment or promote her professional and personal welfare is regarded by the department as of importance secondary only to the progress and welfare of the pupils in the teacher's charge. To this enlightened policy the teachers have made magnificent response."

**It is generally admitted that parents and teachers, school and home, must join their influences if the best results are to be achieved in the education of children. But what is not so generally recognized, though it is no less true, is that adult parent and teacher gain immeasurably for their own development when they undertake to promote the development of the child. We rise by raising. We learn to know our qualities, our defects, and our true direction as we seek to overcome the faults of the young, to give lustre to their qualities, and to offer them guidance.**

**—Felix Adler, Founder of Ethical Culture School.**

# *Belding's Page*

### *ROLAND'S "A'S"*

ROLAND is a bright boy. That is, he is bright in some lines and dull in others. His parents think a mark of A in every study which he takes in school is his by divine right.

If a teacher makes the mistake of giving him the deserved mark of B or C, over trots the fond mamma to inquire "How come?" Didn't this teacher know her son was an "A" boy, always getting A from every teacher since he first adorned a classroom?

Yes, come to think of it, he did do better work than he had been given credit for. His failures were rather minor, the teacher remembers now. He usually did have the right idea somewhere back in his head, even if he had to be pumped. Yes, he must be an "A" student. The mistake would not occur again. Nobody wants to offend a parent who really knows better than the teacher what grade her child deserves. Of course not.

So Roland's work is going to improve next term. He will have an A in everything. It will be a well-earned A in each case; earned in some cases by Roland himself, and in others by Roland's fond maternal ancestor.

Meanwhile—do the other boys and girls take kindly to Roland's high marks in subjects where he never shines? They do not love Roland. They do not love Roland's mamma. Nor do they love and admire their and Roland's teacher so greatly as she imagines. They think she has a pet.

### *THOSE "GOOD OLD TIMES"*

AT A SCHOOL men's conference held in one of the Middle Atlantic states recently, a speaker advocated the European ideal of force as applied to education. When he was a boy a whipping at school was followed by another whipping at home; school hours were long; pupils walked in and out of the school by twos; books were bought by the parents and were used until worn out; no round tables with eight little chairs; no assorted papers and other rubbish. . . . Ah, those were the times when real learning flourished!

A correspondent who attended this meeting and heard this speaker apparently groaned inside. He asks the Journal editors: "What would you have said?"

With a view to converting the speaker—nothing. Why waste words upon one who just simply knows everybody else is wrong?

To prevent the apostle of force from winning others to his way of thinking, argument is probably needless. However—silence is difficult.

Let us grant that there was an element of strength in the older methods. We are living in a softer age, having more luxury, less hardship. Education needs to be in tune with its time. Children no longer toe the mark, dance to the snap of the whip, obey blindly, and all that. They live in a world which, while it continues to employ force upon occasion, realizes that might does not make right and that force is doomed. Reason and persuasion are slowly taking the place of compulsion. If any one has doubts of which is the higher faculty, intelligence or muscular energy, he may retain a wavering belief in the old system of handling the child.

Today we are passing education around, not to a favored few but to all. We are trying to make it palatable so they will enjoy it and willingly take larger doses. It demands more thought and imagination from the educators, of course. They must become companions and guides to youth, not ringmasters or drivers.

The world, in fact, moves on. Who is going to stop it—and why should any one wish to?

---

### *ACCURACY*

ONE of the first things a student discovers when he gets out into the business world is that his employer expects accuracy. If his teachers have trained him to be accurate, he is fortunate. If they have not, he is apt to be most unhappy for a while at least.

Can accuracy be taught? To a considerable extent it most assuredly can be.

It cannot be taught equally well to all pupils in a class of miscellaneous mentalities, so long as some high-up authority insists that a specified amount of ground be "covered" by the entire class.

It is far better that the pupil "cover" less ground and become master of it all, than that he spread his effort over too wide a space.

Better five examples done and checked by the pupil himself so that he can virtually guarantee the correctness of the answers, than twenty examples done and not checked. What the pupil knows he should know well. What he undertakes he should complete and should be obliged to understand and perform with accuracy before he lays it aside for something else. This is possible if he is kept from undertaking too much.

Superficial study is no more excusable today than it ever was. In fact the increasing complexity of life in the big world outside the school demands increased efficiency of mental faculties.

Anson W. Belding

*Associate Editor.*

# *School Problems*

## Edited by a School Executive

"A good thing to remember,
And a better thing to do,
Is to work with the construction gang
And not with the wrecking crew."

*42. Why do school teachers frequently make such poor school committee members?* (Mass.)

Much of a school teacher's work is following up details. This creates a habit of looking at little things too carefully and too long, thereby losing sight of the principle or goal involved. From this they get the name of being "fussy, finicky." When at school they are in the supervising or teaching end of the work, and when they get in the committee meeting their business is purely legislative, but they want to run both ends of the school system. They cannot seem to keep the departments separate. They often err in inviting the teachers to bring them their troubles. This makes things difficult for the superintendent and lowers the morale of the organization. When it comes to the business end, the finances, they are either too conservative and can't see investments in the big, or else they vote for expenditure without any real check-up on what the returns are to be. And this is natural. What experience does a teacher's salary permit him in business?

There is always danger of a teacher favoring the department in which he works and about which he understands most.

On the other hand a good teacher or school executive has training in school situations which is of great value on a school board once he can clearly differentiate between the two positions, his teaching or executive job and his legislative job. Only the exceptional, the big teacher can be a successful school board member.

*43. In vocational guidance how much good is this industrial exposure in Junior High Schools going to do?* (Washington, D.C.)

Very little. It may through giving boys and girls a new attitude toward the trades, that is, putting the trades on a more dignified level, keep some out of clerkships or other small white-collar jobs and turn them to printing, building, or some other manual work. But that is all it can do in the line of guidance. The pupils are too young to be directed to life jobs anyway.

The purpose of this industrial exposure is to meet the pupil's need of activity, manual and physical, give him social understanding by a slight acquaintance with various lines of work in which his neighbors are engaged and a chance to express himself in some way his talents or desire may need at that period of his life. It is too early to pick out a line of endeavor to say nothing of a particular line within a kind of work, which is the final path of success in our present-day complex, industrial commercial world.

The vocational guidance barely begins in the junior high with the general work, increases in the senior high school, where the work becomes a little more particular, and goes on up into the college and out into the world. Whenever our boys and girls go out into the commercial world, whether it is at the end of junior high school or college, the vocational guidance should go out with them, through the shops, the factories, the offices. This is the only way it can really function. How this shall be handled is a joint problem of the school world and the outside working world.

*44. How can we meet the great need of studying penmanship in both elementary and high schools?* (Florida.)

All the teaching of penmanship should be confined to the elementary grades. If properly taught sixth grade pupils write as well as they ever do, usually better than they do later because of speed and carelessness when they are older. At the end of the sixth grade a few very poor writers should receive special assistance, dropping the subject just as soon as they master a legible handwriting.

The proceeding is to select one of the good writing systems on the market, buy the necessary material and have a representative from the chosen system instruct your teachers how to teach it. Once the teachers have mastered it the problem becomes one of their living up to the instructions with the children. This can be helped greatly by the supervision of the superintendent, principal or general supervisor. One of the weakest spots is the teacher's writing on the blackboard. They seem to forget that children learn to write through the eye. A special supervisor in penmanship is not at all necessary. Most systems are very glad to send out a representative from time to time to help the teachers and check up on the work.

The results in penmanship should be measured by a standard scale and diagnoses used to grade and guide both the individual and class procedure. This is important if you wish to save time and effort.

# Democracy and Scholarship

By PAUL SHOREY
University of Chicago

FOR our purpose democracy or the masses includes the great majority of our leaders, the so-called educated, the graduates of the ordinary high school and college. The quiet revolution that is fast abolishing all intermediate economic gradations between unskilled labor and the millionaire has its parallel in the standardization of thought and taste that is fast reducing the middle-class majority of Americans to one cultural level. It is a common indictment of American education that the average college graduate of ten years' standing cannot be distinguished from the non-collegiate traveling man in the smoking car by his grammar, his vocabulary, or the range of his information. Such is the irresistible pressure of democratic standardization by the grade and junior high schools, the various more or less yellow or tabloid newspapers, the two million circulation weeklies, the best sellers, the radio, and the movies. Everybody is comfortably informed and reasonably intelligent, and the writers and entertainers who give this public what it wants are often extremely clever, and the supply of experts in science and engineering will not be allowed to fail. But the delicacies, the refinements, the precisions of taste, criticism and scholarship are so discouraged by the prevailing apotheosis of mediocrity that only those who have a footing outside of time and fashion, only a conscious and concerted effort of a determined minority, only a rally of the remnant, will keep them alive.

We have had many examples of what a compact and fanatic minority can accomplish in political and social life. But the minority of culture and scholarship lack the courage of their convictions or the energy to combine and organize, except perhaps for good music or to establish an art institute. We cannot even organize and support a few colleges that dare to abolish competitive athletics and other side-tents of students' activities and dismiss as undesirable citizens the type of co-ed who goes to college not to study but to exercise and express her personality, and so maintain real standards. We cannot arrange for one theatre in every city that will show only artistic films without vaudeville. We cannot select our reading without subservience to the lists of best-sellers, the taste of the young woman at the desk of the circulating library, and the reviews of the smart young woman in charge of the Saturday book column.

And so the education of our children, the quality of our amusements, and the reading that gradually colors and determines our thought and informs and entertains our leisure, is constantly sinking to the level of the standardized canned provision furnished by shrewd wholesalers to the democratic masses.

In general and cultural education my personal impression is that there has been a distinct decline since my own college days and my early years of teaching. It matters little whether these judgments are the prejudices of advancing years, and the good old times were, in fact, not so good, or whether the deterioration is real and its main causes are, in whatever proportion, illiterate immigration, the democratic endeavor to give a high school or college education to everybody, or the unsettlement of old-fashioned, disciplinary education by fads and pseudo-science. There are in any case certain tendencies in American life and education that, if unchecked, will bring about a lowering of standards.

Apart from the general tendency of democracy to lower standards already considered, the chief weakness of democracy, and especially of democracy under modern conditions of communication and publicity and universal half-education, is the susceptibility of the masses of mankind to mere rhetoric, their helplessness before sophistry and pseudo-science, their lack of all resistance and immunizing self-protection against fashion and propaganda.

Democracy was long ago defined as a tyranny of orators, and the domination of the ancient democracies by rhetoric is a commonplace of historical criticism. One of the most amazing illusions of modern optimism is the commonplace that science and critical scholarship have changed all this, and that our minds are no longer so easily swayed by rhetoric as were the minds of the ancients. That may be partially true of a few critical and scientific minds. But man in the mass is still as ever even more a rhetorical animal than he is a political, a logical, or a laughing animal. What deceives us is that tastes in rhetoric change, and certain forms of longwinded, sonorous, old-fashioned bombast no longer appeal to the sophisticated among us. In this sense rhetoric may be defined as the other fellow's fine writing. But if we take rhetoric in its truer and broader sense as a misuse of any kind of fallacy, irrelevance, ornament, emotion, suggestion, wit, epigram, to gain some undue advantage over sober reason and fact, then there has never been a time in the history of mankind when the power of rhetoric was so great. I attribute this to modern facilities in communication, the railway, the steamship, the telegraph, the radio, the muddlement of our ideas by an unsettling and super-

ficial education whose staple is often pseudo-science; and, lastly, to that of which I mainly wish to speak, the lack of any immunizing defence against these things in our education. The majority of college graduates today have not even had a serious course in elementary logic, and graduate students of Aristotle are blocked by not even knowing what a syllogism is. But, whatever the cause, the fact is apparent. If time allowed, it would be easy to show that nearly all the most successful writers of our time are not sober thinkers, but fluent or smart rhetoricians, in the sense of our broader definition. They feel no responsibility for what they say, provided they can say it in a way to attract attention or support a propaganda.

And the power of rhetoric in politics and government is too obvious to require proof. Gladstone may have been something more than the orator of Tennyson's satire and the copious shuffler that Huxley styled him. But it was mainly by rhetoric that he ruled England. What other qualification for rule had Lloyd George? And, to come nearer home, Bryan was made the candidate of a great party by a tawdry and sophomoric flight of rhetoric about a cross of gold. And, without raising the question of Woodrow Wilson's policies, we state a plain matter of fact in saying that he was made the foremost man of all the world mainly by a native and assiduously cultivated gift in the use of a subtly emotional yet dignified rhetoric of undefined and indeterminate idealism.

The practical conclusion is simply this, that American college education ought to substitute for much of the present muddlement of the pseudo-sciences, sociological, psychological, pedagogical, or what-not, that now dissipate the student's attention and confuse his thinking, a more critical and intensive study of the logic of debate and discussion, or rhetoric in the broader meaning I have given the word, the rhetoric which is the chief reliance of all faddists, pseudo-scientists and propagandists for the tyrannical imposition of their ideas by the hypnotizing of democracy with words.

My one practical suggestion is that so far as we teach rhetoric, logic and the arts of debate at all we should teach them with a view to redeeming the educated classes, at least, from thraldom to this excessive natural susceptibility, and so establishing a coercive public opinion that will make unfair logic and the misuse of rhetoric fatal to the reputation of any statesman or publicist. It is only by the educated conscience of trained minds that this can be accomplished. For the uneducated, so far as they listen to words at all, will always be at the mercy of words.

# The White House View of Education

For many years it has been the policy of the Federal Government to encourage and foster the cause of education. Large sums of money are annually appropriated to carry on vocational training. Many millions go into agricultural schools. The general subject is under the immediate direction of a Commissioner of Education. While this subject is strictly a State and local function, it should continue to have the encouragement of the National Government. I am still of the opinion that much good could be accomplished through the establishment of a Department of Education and Relief, into which would be gathered all of these functions under one directing member of the Cabinet.

—*From President Coolidge's Annual Message to Congress, December 6, 1927.*

# Men of Achievement

By F. Y. HARPER
Ozark, Illinois

## *Superintendent Jernigan*

"From my heart I give thee joy,—
I was once a barefoot boy!"

THE memories of boyhood inspired Whittier to write one of the most beautiful poems in the annals of American poetry. Memories of a similar boyhood kindled in the heart of W. T. Jernigan, county superintendent of schools of Independence County, Arkansas, an ever increasing desire to devote his life and his untiring energies toward improving the educational advantages of the "barefoot boy" of the rural schools of Independence County. In the light of his early boyhood the "barefoot boy" has become to him symbolical of the pupil of the rural school. And to that "boy" he is giving the best that he has to give.

It has been a good many years since Mr. Jernigan as a barefoot boy trod the dim trails of the gorgeous Ozarks, observing with a child's wonder the "flight of fowl and habitude of the tenants of the wood," as the subject of Whittier's poem was wont to do. Yet, today, although at that period of life "where manhood's morning almost touches noon," he still retains that "outward sunshine, inward joy" that so characterized the barefoot boy of the rugged hillsides of Massachusetts. This the writer learned while talking with him in his office in Batesville in early June. And it cannot be doubted but that this attitude of friendliness and wholesome cheerfulness on the part of Mr. Jernigan has contributed in no little degree toward his success in advancing the cause of rural education in Independence County through his county school board meetings.

"Great oaks from little acorns grow." Some of our greatest institutions have had a somewhat humble origin. Likewise, no small number of men who have accomplished worthwhile things began at the very bottom of their professions. Mr. Jernigan began teaching in a one-room school at a salary of $25 per month, with $6 per month being deducted for board. At the end of the first term he was re-employed at the same school with an increase in salary of $5 on the month. On this meagre salary, which was increased gradually as the years went by—in fact, as Mr. Jernigan informed the writer at the end of eight years it had increased to $60 per month—he managed somehow to go to school between periods of teaching. So by study clubs, extension courses, and attendance at normal schools, Mr. Jernigan gained a thorough preparation for his work as a school man, until within a comparatively short time he came to be known as one of the leading educators of his county and of North Arkansas.

In 1920 the Board of Education of Independence County, in recognition of his reputation as a successful schoolman, tendered to him the office of county superintendent of schools, which was accepted.

Some twenty centuries ago it was said that "A house divided against itself cannot stand." Mr. Jernigan, steeped in the philosophical wisdom of these words, saw immediately, upon his entrance into office, the necessity for a closer co-operation between the county superintendent and the rural school boards of the county. If the rural schools were to make any substantial progress every school official in the county must be imbued with the spirit of better schools. How might this best be done? Many times did this question present itself to Mr. Jernigan. After careful deliberation an answer presented itself to him. Why not hold county meetings of rural school directors? The plan was put into immediate execution. With Mr. Jernigan, to think is to act; he is a doer and not a dreamer by any means. And the results of the meetings bear testimony to the soundness of Mr. Jernigan's judgment.

Preparatory to having the annual meeting of school directors in Independence County Mr. Jernigan writes a personal letter to each school board member. This letter contains, among other things, the date and program of the meeting. This letter is not written in a haphazard, perfunctory manner, as if it were only a matter of routine. Not by any means. But great care is taken in its preparation. It must get results. And in the preparation of this letter every effort is made to make the board member feel that his presence will be not only welcome but that it is very much desired. It usually brings him to the meeting.

Mr. Jernigan does not believe that "The road to a man's heart lies through his stomach," as Governor Robert L. Taylor of Kentucky once playfully remarked, but he does believe that the best way to extend the hospitality of the home to a guest is to feed him well, and these meetings are homelike affairs where every school director is a welcome guest of Mr. Jernigan. So the county superintendent gives a banquet on that day, which is certainly a great contribution toward the success of the meeting.

The annual meeting of school directors in Independence County is held at the county seat. The state superintendent is usually present at these meetings as well as other leading educators of the state, as every effort is made by the county superintendent to secure good talent to address these meetings. Topics of general interest to

school directors are discussed; Sanitation, building problems, health, hygiene, etc., are gone into thoroughly.

The results of these county meetings of school boards are too far-reaching and numerous to touch upon but very lightly in the brief space that we are permitted here. We might, however, mention some of the more obvious ones. At these meetings the school director becomes more intimately acquainted with his county superintendent, meets the state superintendent and other educators of the state. He is led to feel through these meetings and his association with leading schoolmen that HE is an important link in the educational chain; also, that inasmuch as a chain is no stronger than its weakest link, and that any link not connected with the rest of the chain cannot perform its function, he must be ever ready to co-operate with other school officials of the county and state to the end that better schools may be established. He is encouraged to feel that every official from the state superintendent down exists in an official capacity for the individual pupil and that the child is the central idea in the educational system. Consequently he is convinced of the importance of submerging his prejudice against many worthwhile measures that he has heretofore styled fads, and of taking his stand for any and all measures that are calculated to improve the educational advantages of the children of his district.

In the comparatively short time of a little more than a half dozen years the rural schools of Independence County have made remarkable progress. The old type of school building has been rapidly disappearing, and in its stead is rising a modern structure built according to the latest modern specifications. Since his entrance into office in 1920, approximately 25 per cent. of these old buildings have been replaced by better ones. Also, during his brief tenure in office, a number of rural high schools have been established. At the commencement of his term of office there were only about five schools in the county doing work above the common course.

It is not claimed by the writer that all of the progress that has been made in the rural schools of Independence County resulted from Mr. Jernigan's county school board meetings. But undoubtedly these meetings must come in for their share of the credit. Neither does the writer insist that the progress that has been made is solely due to the efforts of Superintendent Jernigan. Undoubtedly he has had the assistance of a great many people of his county in his efforts toward improving the schools. But the writer feels compelled to say, and without fear of intelligent contradiction, that whatever improvement in the rural schools of Independence County has occurred since Mr. Jernigan's advent into office—and there has been an improvement as has already been observed—has been largely due to the efforts of the county superintendent himself.

We might mention incidentally some of the things that are being done in Independence County aside from the work that is being done through rural school boards. The county superintendent holds quarterly associations for teachers. As a rule these meetings are held at the county seat. Often, however, they are conducted in the rural sections. These sectional meetings make it more convenient for the rural teacher and usually assure a better attendance. For the pupils literary and athletic contests are held annually. The basketball tournament of Independence County meets in February of each year. The literary contests are usually held in March. The interest shown in these meetings is very marked And Mr. Jernigan informed the writer that "the spirit and enthusiasm of these meetings is fine."

A great thinker once observed: "We are taught, many of us from our youth, that competition is essential to the health and progress of the race.... But the obvious golden truth is that co-operation is good and competition bad, and that society flourishes by the mutual aid of human beings. . . . We know that if men are to found and govern cities, to build bridges and to make roads, to establish universities, to sail ships and sink mines, and create educational systems . . . they must work together and not against each other." This is the spirit that prevails in Independence County, Arkansas, in so far as school matters are concerned. You feel it while talking with the county superintendent. It is conspicuously noticeable in the conversation of the rural school board member, and it flavors the atmosphere of the home. It is CO-OPERATION and surely this is the spirit that counts. For after all it is only through co-operation that real progress can be made.

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## Not Initiative, But Discipline

**Colleges and universities have no need to encourage initiative in thought or action in students. Young Americans exhibit independence enough when left to themselves. What our students do need is to learn how to study, how to do straightforward, logical thinking, how to round out an intellectual task in scholarly fashion; in a word, they need discipline in learning.**

—James E. Russell.

# THOU SHALT NOT STEAL

By MRS. LESSIE M. DROWN

Hopedale, Mass.

The school signal had scarcely ended when the patter of shoes sounded along the hall, down the long stairway, and was swallowed up by the multiple sounds of the outside world. The teachers on that floor gravitated to one room for a brief relaxation and interchange of schoolroom gossip. They did not talk long, and only two subjects, seemingly unrelated, were discussed.

"How did you like the convention?" one of the teachers asked.

"It was awful. I got wedged in between two ladies, and couldn't get out without being too conspicuous, so I had to just sit there and suffer nearly the whole forenoon. The lectures were terribly dry, but I took a few notes to help out the rest of you. There was only one consolation, and that was that we were drawing full pay just the same as though we were teaching."

"You poor martyr!" the third voice sympathized. "Well, I was more fortunate. I saw my superintendent sitting at the right of the hall, so I slipped in near the door on the left side where I could easily get out. I went shopping in the morning, and to the movies in the afternoon."

Each of the others contributed a recital of her experiences, which varied but little from the other two.

Then the subject changed.

"I've had a rotten day," one of them yawned. "I was tired to begin with. I always am on Monday morning. The youngsters were all restless and troublesome, but to cap the climax I caught that little Tony Bracci actually stealing. He had one of the school pencils in his pencil box ready to take home this noon. Some of the children say he often takes hon e a sheet of school paper."

The group sympathetically registered the required amount of horror.

"What did you do?" they asked.

"I made him wear a placard with the word 'thief' on it all the afternoon. The poor kid felt dreadfully and sobbed most of the time."

"Well, one has to do something desperate when it comes to stealing. It is a a serious thing."

They all murmured assent and drew about themselves a robe of self-righteousness lest they be contaminated by the mere mention of dishonesty.

# An Hour With Professor Myers

By W. L. RICHARDSON

WE CAME to a substantial four-square house on College Hill, Cincinnati, and we were ushered into a large, deep room well lined with books in tall old-fashioned cases. There was a study table loaded with books and papers, and at the end of the room a cheerful fire. Professor Myers greeted us warmly. He is powerfully built and still vigorous though eighty-two years old. His hair is gray, and he is clean shaven except for closely cropped side-whiskers. His voice is rich and well modulated. In his day he must have made an impressive figure in his history classrooms.

To get acquainted with him we looked first at his books. He has a generous shelf of his own writings. One of these antedates his textbooks by a number of years. It describes a trip that he made in his youth to South America. The books he has selected for his library exhibit his deep interest in history. It has been his life-long study. The philosophy of history has also apparently interested him, and moral philosophy. Yet there was a generous number of recent books. Among these was Lawrence's "Revolt in the Desert," which Professor Myers spoke of rightly as an amazing book, written by a remarkable man.

I reminded Mr. Myers of a talk given by him almost twenty years ago. Being asked on that occasion by some one in his audience how it was he undertook the writing of his series of European histories he had said that it came about because of his dissatisfaction in his own teaching in the use of the textbooks then available. He came home one day after the usual discouraging experience and said to Mrs. Myers: "I believe I shall write a history myself." She replied: "You had better not." But presently Mrs. Myers went away on a little trip, and this gave him his opportunity. When she returned he did not allow her, he said, even to take off her hat before he read to her the first chapter. "Well, you have done it," she said. Professor Myers enjoyed the recollection of this incident and said that this was a faithful account of the genesis of his books. I told him that I felt he could justly take great satisfaction in the fact that their publication had brought about a new era in the teaching of history in the schools, and that every succeeding series had been built to a large extent on the foundations laid by him.

"But I have," I said, "an even more vivid recollection in connection with that talk you made many years ago. You may remember that some one in the audience called attention to the marked changes in the successive editions of your histories, especially in the handling of religious questions, and he asked how this had come about. You replied that no pressure from without had been exerted upon you, but your different point of view represented an inward conviction formed deliberately. You said furthermore that your newer views had come not as much through 'depth of thinking' as through 'length of living.' This remark made a deep impression on me at the time and, as you see, I have not forgotten it. Age should bring mellowness and tolerance and understanding, and you are evidently an example of this."

I then ventured to ask Mr. Myers about his health and state of mind in these later years. He said that judging from his own experience it is natural to push old age ahead of one. He could remember that in his youth a person of forty seemed to him quite elderly, but now at eighty-two he refused to think of himself as an old man. He admitted, however, that the interests of his earlier years had now lessened and that his pursuits were not so absorbing. If, for instance, he were asked to undertake a big task, such as the writing of some sort of history, he could not possibly do it. It is very evident, however, that Professor Myers is greatly interested in his old studies and in the world today. He spends much time constantly in his intellectual pursuits. It is a good way to finish a long and useful life.

We spoke of the new courses of study in history and of the changing emphasis, and we deprecated the tendency to abridge more and more the time devoted in high schools to ancient history, notwithstanding the fact that in recent years such a flood of new light has been thrown on the history of the older races and the content of ancient history is thus more complete and fascinating than ever. Professor Myers felt that history should be one. He called attention to the fact that the people of Greece and Rome are, in the age-long history of man, almost our contemporaries, and we cannot therefore afford practically to ignore them as in the history courses in many hundreds of schools, and even in prominent city high schools.

I asked him what he felt about the question of the ascendency of the white races and the probable future of such a nation as the United States. He spoke interestingly. Such advocates of Nordic supremacy as Lothrop Stoddard did not make much of an appeal to him. He believed that races like individuals generally had a biological course —youth, maturity and decline—and that there were many curious examples of this. China was, however, an apparent exception. His ideas were thus very similar to those of Spengler. I asked him if he was prepared to make a prophecy about the future. He replied in the negative, with a

smile, but he went on to say that he was convinced that Russia was still a young nation, and had not yet come to its full strength. The same was obviously true of Japan. He had been in Japan many years ago, at the very beginning of her national life, and he had often regretted that he had not stayed there to grow up, as it were, with a new civilization.

I saw the Wiggam books on Professor Myers' shelves and I asked him what position he himself took regarding the theory of Eugenics and the importance of heredity as over against environment. He evidently felt strongly on this question, and he had a good deal to say. Thirty years ago, he remarked, this whole question was under discussion in his circle in very much its present form. He had given the best years of his life to teaching and as an educator he refused to believe that blood was all and education, social effort, and environment counted for little. The idea was ab horrent to him, and the facts of history and experience were, in his judgment, all against it. Heredity and environment both had their place, and neither should be exalted.

We spoke of the enormous material advances of recent decades and of the present scientific age. Mr. Myers was asked if he did not think it possible that in the succeeding period great contributions might be made in the field of psychology and in the understanding of the thought-processes, or in other aspects of the mental and spiritual life. "Look at that shelf of books," he replied, pointing to an interesting group of German, English, and American volumes. "For years I have been reading works dealing with psychic phenomena. This came about in the first place because of a lecture given at Cincinnati a long time ago by the distinguished scientist, Alfred Russell Wallace. He was my guest on this occasion. I asked him his opinion regarding the question of manifestations of life after death. Wallace replied that the evidence was clear—it was not with him a matter of opinion but of conviction." Professor Myers told us that it was certainly a significant thing that Wallace, the scientist, and Sir Oliver Lodge, the physicist, had both frankly committed themselves to these psychic beliefs. "Well, how about yourself?" we asked Mr. Myers. He spoke slowly to the following effect: "I have read those volumes and others—all the best literature on the subject of men of learning whom I respect. But I cannot convince myself that these theories have been proved correct. It is an open question. It is quite possible, however, that we may be on the threshold of new discoveries in the spiritual realm."

We came away with reluctance. It seemed to us that if we could at eighty-two show as much vigor of body and mind as Professor Myers, as much interest in the best current thought, as much tolerance, we should be fortunate indeed.

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# Appreciation of James E. Russell

By FRANK PIERPONT GRAVES

[The University of the State of New York recognized the professional service of Dr. James E. Russell, Dean Emeritus of Teachers College, Columbia University, in conferring the honorary degree of Doctor of Letters. Dr. James E. Russell is easily the most eminent professional leader of New York State since the passing of E. A. Sheldon, who was one of the three great leaders in teacher training from 1839 to 1889. Dean James E. Russell is one of the four great creators of modern professionalism of the United States in the last fifty years, and New York State did well to recognize this in Dean Russell's lifetime, yes, while he is a vitalizing force. We use the address of Commissioner Frank P. Graves with keen satisfaction both for what Dr. Graves is doing and what Dean Russell has done.—The Editor.]

JAMES EARL RUSSELL, had your achievements at Teachers College during the past thirty years been confined to the material side of education—to your marvelous success in building a plant with property valued at tens of millions, and in securing means of support aggregating several millions each year—this alone would have enshrined you in the nation's hall of fame among our financial geniuses and educational benefactors. But phenomenal as these results of your patient and gifted efforts have seemed to others, they have ever been regarded by you as quite secondary and of importance only as paving the way for the greater dividends of the spirit.

The famous professional college, which you have within a generation erected out of an insignificant vocational school, has become a model and set a standard for teacher-training institutions not only in the United States but throughout the entire world. To its staff have eventually gravitated leading specialists in every field of education, and from all the civilized nations students have flocked hither to sit at their feet. Among its graduates are myriads of trained teachers, occupying most conspicuous posts in every quarter of the globe. Hundreds of professors, scores of deans, and no less than thirty-five presidents of leading colleges and universities have at one time or another drawn their inspiration from Teachers College. . . .

It was, Dean Russell, in the service of the University of the State of New York and its Board of Regents that you began your long and distinguished career, and this organization has watched your magnificent contributions to the promotion of education and human welfare with ever-increasing admiration and pride. And that it may evidence its whole-hearted approval and claim you more fully as its own, the Board of Regents has authorized me, your old student, to confer upon you the degree of doctor of letters, *honoris causa*. In witness whereof I direct that a hood of University colors be placed upon your shoulders, and ask that you receive this testimonial diploma.


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# CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

## Tales of the Ancient Man

THE DIAMOND OF AL MAHUD.

Part I.

The Ancient Man beckoned to the three sons of the merchant. "Sit down," said he, "by my side and watch, as I talk to you, the sparks fly from my grinding wheel. Behold, I polish a gem for the Sultan to hang on the Sultana's left ear. It is a good gem and a lovely one and will hang, I doubt not, on many a human ear before it is some day lost and swept up and cast away. Sons of the merchant, listen to this tale!

"Al Mahud, the mighty one, stooped and picked up the rough stone that he stumbled over. 'Jezra,' said he, 'is not this a rough diamond?' Jezra wiped his old eyes with the edge of his white veil and looked closely at the stone. 'It is a diamond, master,' said he. 'What glory hides in the heart I know not, but certain I am that you have come upon the king of stones in such size as I have never seen before.' 'And if the glory in its heart is equal to its size, what then, Jezra?' asked the chieftain. 'A kingdom would not purchase it,' said the aged one. 'You make me eager to see beyond this skin of rock,' said the chieftain. 'Who is there among all my subjects who can be trusted to cut this stone and polish it?' 'Sadi, the stone cutter, master,' answered Jezra. 'He, alone, is faithful; he, alone, can be trusted to do this work.' Sadi, the stone cutter, sat under his golden awning in the marketplace. About him were the bright jewels of his trade. Jezra approached him, touching with his finger tips, in salutation, his brow, his lips and his breast. 'I come,' said Jezra, 'from the master bearing this uncut gem.' 'A precious one,' said Sadi, 'and not to be shown idly to the passing crowd. Come quickly within where the thick walls will shield us from the eyes of those who would slay for less. Now, what is the master's will?' 'He would have you cut and polish it,' said Jezra. 'Return,' said Sadi, 'when this month and day and hour have come again. Till then, come not near this place, tell no man, write no word, send no sign, look not this way even, as you value your life and mine and the treasure of the mighty one.'

"When Jezra's shadow had gone from before his door Sadi sat long in thought. 'A king's ransom,' said he. 'A million pieces of gold would not buy it when I have polished it. Wars will come of it, men will die, women will weep, thrones will totter and children run orphans on the public streets. The polish of my hands will cause all this. Not without reason has the Blessed One veiled its wild fires behind a curtain of dark enclosing rock. For fifty years now have I sat in the marketplace watching the sandals of men patter by upon the street. Whither have they all gone? Whither have gone, also, the jewels on their breasts and in their ears and in their hands and about their arms? And as I have sat and watched them I have seen, not men with clay feet, but spirits passing on feet whose lightness exceeds the lightness of the wings of gulls. And some have passed upwards with gay stars upon the brows and their faces lifted to a great light and others have passed down, their heads bowed and guilt upon them like a mountain's weight. And I have sought to be one of those who wear the star; but now, in my mind's eye, I see my hands smoothing and polishing this stone and the sweat of my limbs rolling up like dark clouds over me, and instead of the star the cold gleam of this royal stone. I hear people crying after me and cursing me, and I hear the groans of dying men, and the whispers of those who steal, and envy and jealousy and treachery compass me about. Now do I ask solemnly of my spirit: 'If I cut this stone shall I be justified?' "

(To be continued.)

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## Tales of the Ancient Man

THE DIAMOND OF AL MAHUD.

Part II.

The ancient man paused and smiled, then he bent over his spinning wheel and set the bright, golden sparks fleeing from the stone that ground the sultana's gem. "Ancient man," said the first youth, "I think he should polish the diamond. It is his trade. He cannot take on the care of all stones he cuts. Better to mind his own business and leave all the rest to those who pay him for his toil." "I agree," said the second youth, "for if Sadi did not cut the gem another would. In that way he would but lose a customer." The third youth sat with his chin in his hand and eyes upon the earth. "Master," he said, at last, "Here is no ordinary case. Sadi knows that misery and crime will cluster around that mighty stone like flies about a honey jar. I cannot answer. I do not know." The ancient man lifted his head. "Sons of the merchant," he said, "Two of you have answered as the world answers, covering up its wickedness by false excuses. The third has reasoned deeper and seen that a man may enter a spiritual partnership either for good or evil. But because you, at least, show signs of thinking I shall continue with my tale.

"For three months Sadi sat in the open window of his shop struggling in soul with the great question of the gem. At last he set his shop in order, hid all his jewels and, concealing the uncut diamond in his robes, set out on the long journey to Al Mahud's stronghold in the Oasis of Bil Dad. 'Better for me to die,' said he, 'than be the cause of all the woe that will pursue this gem. Its size and beauty will bring forth the wicked from their dens, start armies moving in the night, whet hidden daggers and place nets of treason on the path of him who wears it on his brow. If I be cast into prison let me not complain. What matters it if they cast fetters on my limbs? I shall keep the broad wings of my blessed spirit free.' For three days Sadi went out across the sands, coming, at last, to the strong walls of Al Mahud's fortress.

(To be continued.)

## Tales of the Ancient Man

THE DIAMOND OF AL MAHUD.

PART III.

"As Sadi sat in the shade of a date palm resting his weary limbs he saw men running to and fro on the walls and shouts came to him and the ringing of steel on steel. Only when evening came and the long shadow of the palms ribbed the gaunt sides of the sand dunes did the din of battle cease. Then Sadi lifted himself up and went forward to the city gates. 'Whence come you?' asked a guard. 'From Bagdad,' said Sadi. 'I would see Al Mahud, the mighty one.' The guard laughed. 'Al Mahud is dead,' he said, 'he and all his advisers and all his family save only his brother, who lives yonder by the seven palms.' 'Dead.' whispered Sadi to himself. Then his hand felt of the uncut diamond under his robe and he turned aside. When he had come to the low mud-plastered house beneath the seven palms he saw a man weeping and a woman bending over him. 'Ibrim,' said the woman, 'it is the will of God. Al Mahud has risen like a strong star and he has fallen also like one. His brightness is

still about us. Let us behold in him the grandeur of the mighty ones. How it withers at a touch and fades, inviting its own doom by the very glories that are its boast. Yesterday I walked down to the stone well. Beside my feet were hosts of little purple flowers; I brushed over them and left them happily alone, but in the cranny of a rock I saw this yellow blossom that I plucked for you. Its glory called to me and I destroyed it, thinking I had won a treasure for my own; tomorrow it will be withered in the heat and I shall cast it forth.' The man lifted up his head. 'Your words are true,' he said. 'We have been happy, expecting little of the world. Our children play about our feet and no man envies us. It is well that no solitary piece of gold falls to us from my brother's dying hand. Its weight would oppress us and in its shadow all our happiness would fade away.' At the man's words Sadi rose up and drew his cloak around him and clutching the uncut diamond tightly went forth again into the desert through the city gates. Stopping on a high dune he looked back. 'Heirs to unknown riches,' said he softly. 'I shall not have the ruin of your joys upon my soul. Live on in peace while I, possessing that which I would not have, go forth a wanderer seeking an answer to this riddle in my heart.'"

(To be continued.)

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## Tales of the Ancient Man

THE DIAMOND OF AL MAHUD.

Part IV.

"Days passed and Sadi came at last into the blue shadows of the high hills. Weary and footsore he went near to a beggar sitting in the cool evening before his cave. 'My brother,' said he, 'I know you beg your living of the world; my humility is shown in this that I beg even of you. A gourd of water, in the Prophet's name!' 'All that I have is yours,' said the beggar, as he handed Sadi his goat-skin water bag. 'Drink and be blessed.' 'I would talk with you,' said Sadi, when he had slaked his thirst, 'I see wisdom in your eyes. Truly you are one of those holy men who forsake riches and rank and all the comforts of the world to follow where the spirit leads you, condemning your own flesh to slavery that your spirit may be free.' The beggar smiled. 'You see deeply, my friend,' he said. 'I also see that you are in trouble. Perchance out of the wisdom I have learned in waste places I may be of service to you.' 'Friend,' said Sadi, 'there was once an armorer who made swords and daggers of the king. He was happy at his work and sang until one day the king came to him and said: 'Tomorrow I have an invited guest. He is my greatest enemy. Forge me a dagger with a pinhole in the very tip. In this pinhole place a poison so deadly that no man can escape it. I shall surely slay this enemy before another day is done.' Now the armorer was sore beset. He knew not what to do. To make the king's dagger meant to become accomplice to the murderer; to make it not meant the forfeit of his own life. What, say you, should the armorer do?' The beggar smiled. 'Friend,' said he, 'show me the uncut diamond in your robes.' Sadi sprang to his feet in alarm. 'Nay, sit down,' said the beggar. 'Have no fear. Your calloused hands, your bent back, the glittering dust still clinging to your garments, the way you whirl your hands while talking all tell me that you follow the jeweler's art. Your story tells me of your hidden trouble, for what could trouble you but a command to cut and polish a gem so huge that the cutting of it would cause men to seize each others' throats?' 'Wise one,' said Sadi, 'It is even so. Here is the stone. It was the property of Al Mahud, the mighty. He is dead. His brother, alone, lives after him, a simple, honest man, to whom this stone would bring disaster and swift death!' The beggar turned the stone over and over in his hand. 'Friend,' said he, 'It is true this stone is not yours. But before all others it belongs to God. Let us give it back to Him, casting it down into the depths of the well beyond my cave.'

(To be continued.)

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## Tales of the Ancient Man

THE DIAMOND OF AL MAHUD.

Part V.

"The well was very deep and dark, as Sadi and the beggar bent over it. 'Cast the stone in,' said the beggar, but Sadi stood as a man stands in a dream. As he looked he saw himself destroying sacks of wheat for which children hungered; he saw himself snatching the bread of life out of the mouths of widows. 'I cannot cast it down,' he said. 'I am not sure. I shall go hence once more into the wastes; somewhere there is an answer. I must search for it.' As Sadi spoke he turned from the stone edge of the well. He tried to place the gem once more within his robes, but his fingers trembled and the heavy jewel, slipping from his hand, struck the sharp edge of the well and burst asunder, one half dropping into the black waters below and the other bounding out into the bright light of the desert sun. 'The prophet save us!' cried Sadi, as he hurried after it. The beggar was beside him as he picked it up. 'My prayer is answered,' cried Sadi. 'Behold, my brother, how the heart of the diamond is filled with a great flaw. Worthless it is now, and worthless it has been for all time, and my days of weariness and travel have been for naught.' 'Say not so,' said the beggar. 'Beyond all riches of this earth are the jewels of the spirit, which men garner up and cut and polish in such ways as this. But suppose, O Sadi, that this gem had not fallen from your hands and had not possessed a flaw. Let us discuss here the duties of the honest man in such a case.' 'Friends,' said Sadi, 'There are things beyond the mind of man to understand. I shall think no more on this matter but shall take this huge, worthless stone back with me, grind it into powder, and use it in the cutting of my other worthy gems.'" The ancient man ceased his story and ceased whirling his wheel at the same time. He held the Sultana's jewel up to the light and squinted through it with one eye. "What was the powdered dust of the great stone?" asked the ancient man. "Experience," said the first youth. "Wisdom," said the second. "Service," said the third. "I am blessed thrice," said the ancient man, "for my three pupils have spoken wisely thrice. Now I shall bore a tiny hole in this jewel through which to pass the golden thread that shall hang it from the Sultana's ear."

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## Under the Holly-Bough

By CHARLES MacKAY

Ye who have scorned each other,
Or injured friend or brother,
In this fast-fading year;
Ye who, by word or deed,
Have made a kind heart bleed,
Come gather here!
Let sinned against and sinning
Forget their strife's beginning,
And join in friendship now.
Be links no longer broken,
Be sweet forgiveness spoken
Under the Holly-Bough.

Ye who have loved each other,
Sister and friend and brother,
In this fast-fading year,
Mother and sire and child,
Young man and maiden mild,
Come gather here;
And let your heart grow fonder,
As memory shall ponder
Each past unbroken vow;
Old loves and younger wooing
Are sweet in the renewing
Under the Holly-Bough.

Ye who have nourished sadness,
Estranged from hope and gladness
In this fast-fading year;
Ye with o'erburdened mind,
Made aliens from your kind,
Come gather here.
Let not the useless sorrow
Pursue you night and morrow,
If e'er you hoped, hope now.
Take heart,—uncloud your faces,
And join in our embraces
Under the Holly-Bough.

—Exchange.

# EDUCATION IN ACTION

## Airplane Rescues Wounded Teacher

Help for Bessie Howe, government school teacher at the isolated native village of Ninilchic, Alaska, 115 miles west of Anchorage on Cook Inlet, literally came out of the air when a terrific gale prevented rescue by sea. Miss Howe accidentally shot herself while cleaning a rifle. No doctor or expert medical care was available and no regular means of communication existed between the little Indian village and white settlements. A faint amateur signal of distress was heard by radio men at Anchorage asking immediate aid. Boats in the nearest port refused to set out in the teeth of the raging storm. A pilot and a government doctor decided to hop off in a plane equipped with skiis and they landed on a small lake within six miles of the village. Miss Howe was brought to the plane on a dog sled and it was after nightfall that the plane arrived at the Anchorage air field. The wounded girl was rushed to the Anchorage hospital, where she was found to be in a critical condition, but with a fighting chance to recover from the blood poisoning which had set in. She arrived in Alaska in September from the Middle West. Her home is thought to be in Kansas.

## Finds Eating Worst Collegiate Vice

Eating is the college student's worst vice so far as his health is concerned, says Dr. George D. Lowry, university physician at Ohio Wesleyan University. Indifference and ignorance concerning the rules of proper diet are the greatest cause for the ills of college students, Dr. Lowry believes, basing his conclusion on the many student cases he treats daily at Ohio Wesleyan.

## Franc Stabilization Hits Belgian School

When Belgium stabilized her currency at about a seventh of its prewar value last year, the nation raised the wages of workers, increased civil service salaries and old-age pensions, and adapted its prices to the new monetary level. Only the appropriations for the branches of higher education were forgotten in the general readjustment of expenses. In some cases the Belgian legislators allowed for the budget of the department of education as much as it received in 1914. A vigorous reaction against this state of affairs in all realms of intellectual work in Belgium is now becoming evident. King Albert in a recent speech asked that all "leaders of industrialism remember our universities, our specialized schools and our laboratories. There is a vast field for private initiative. Together we should find the practical means to promote and encourage research." On the day following the speech Belgium's wealthiest hotel owner gave 1,000,000 francs to the government for educational purposes.

## Poll Shows Gain In College Rolls

A poll of more than twenty representative American universities and colleges, just completed by the New York World, indicates a general increase in registration despite the more stringent entrance requirements that are being applied almost everywhere. The seemingly tremendous total of applicants turned away from the more popular institutions of higher learning is accounted for in large part, according to some sources from which the information was assembled, by the practice prospective freshmen have of sending in applications to several colleges on the theory of getting into at least one. Most of the educators queried attribute the steady growth in demand for a college education to the present prosperity of the country, and the belief that a man needs to be thoroughly trained mentally if he is to make a success in life. The higher standards demanded by professional schools also have sent many men to college who in the past would have taken up specialized education as soon as they left high schools.

## "Vagabonding" At Harvard

"Vagabonding" is a new word in the undergraduate vernacular at Harvard College. "To vagabond" means to rove around into classrooms where one does not belong, and many are they who are "vagabonding" this fall. By "vagabonding" two or three times a week the student makes the round of many courses and during the year manages to see many of the faculty in action. The practice is breaking down the old idea that courses are watertight compartments and only counters toward a degree, and it is being furthered by the general examinations, which encourage the student to broaden his interests and appreciate the essential unity of knowledge. This habit of "vagabondage" is regarded as a hopeful sign by the Harvard Alumni Bulletin, which says it "shows that the quest of academic credits is not the only thing that brings the undergraduate to the classroom." Every morning The Crimson, the undergraduate daily, prints a list of lectures by faculty members in well-known courses who volunteer the information. The "vagabond" is thus able to choose one or more lectures for his attention.

## Thrift Promoted By School Banks

Nearly 4,000,000 pupils in the schools of the United States are participating in school savings banking and deposited more than $23,000,000 during the year ended June 30, 1927, according to a statement just issued by the American Bankers' Association. The report says: "Seven years ago the savings bank division of the American Bankers' Association reported 2,736 schools having school savings. As of June 30, 1927, the number is 12,678. The number of pupils participating in school savings has increased from 462,651 to 3,815,785."

## Would Abolish Martial Airs

A move to abolish the singing of such martial airs as "The Star Spangled Banner" and others by school children, proposed recently by the Newark (N.J.) Contemporary Club at a meeting of chairmen of the State Federation of Women's Clubs, has the approval of Miss Louise Westwood, supervisor of music of Newark public schools. Miss Westwood said: "Children grow up as they are trained, and unless women interested in the promotion of peace train them mentally as well as physically to abhor war and enmity toward people of other nations, America's peace project will fail to materialize."

## American Pronunciation Popular With Londoners

Mayfair's latest fascination is the American voice. Gone into the limbo of unfashionable monstrosities are the Oxford drawl and the public school boy's accent, which have reigned supreme in polite British society from time immemorial, while "Americanese" enjoys a waxing popularity. One reason advanced for the growth in popularity of American pronunciation is the increasing number of American actors and actresses on the British stage, now being received into the most impregnable social fastnesses.

## Teacher's Camera Work Makes Her Famous

Some school teachers have hobbies that take their minds from the task of training of other women's children, and sometimes these hobbies cost money. Sometimes, again, they prove to be very remunerative. Such has been the experience of a young woman who, when not teaching, took pictures of still life with her camera, developed her films and made her own prints. She is Miss Ella McBride of Seattle, Wash., ranked as supreme among those in her art, and fame and wealth are hers. International honors have come to her. Her pictures have won recognition in Great Britain, France, Poland, Belgium, Sweden, New Zealand, Australia and Japan.

## Calls City Schools Huge Factories

Making a plea for the 48,000 truants a year in New York City, Miss Elizabeth Farrell, supervisor of ungraded classes, declared it was worse than useless to force their return to a standardized course of instruction which did not suit their needs or capacities. At the same time the truants constituted the criminal class of the future, she warned, and must be provided for. The gravity of the problem, as Miss Farrell viewed it, lay in the fact that thirty-eight out of every 100 pupils were "misfits" in the present educational system. "Our schools are huge factories," she said, "where children are expected to be ground out of one grade and into another every five months. The emphasis is upon the acquisition of facts, and the necessity for a change of behavior on the part of the children is not recognized. The results are typified in one school near here, where forty per cent. of the children are over age for their grade. Retardation, the failure to be promoted, brings humility of failure, then rebellion and an egress of truants to the streets."

## Canada Proud Of School Facilities

Canada, a young country of comparatively small population, takes great pride in the high standing she has attained in education. It is the Dominion's boast that not only are adequate elementary school facilities available to every child in her domain, but the higher education is also within reach of them all. The latest statistics available show 2,223,875 enrolled in all educational institutions in Canada, roughly about one-quarter of the total population. Canada has twenty-three universities, averaging 1,000 resident degree students each. Last year there were approximately 1,000 students in Canadian universities from the United States alone. Contrary to what is frequently expressed, there were in the same year only 1,200 students from Canada at the higher institutions in the United States. More than ninety per cent. of the graduates are absorbed in the Dominion itself.

## Colby to Become Junior College

Colby Academy is to become a junior college in 1928, according to Headmaster H. L. Sawyer in behalf of the committee of the board of trustees. The announcement early in October that the school would change its policy in 1928 and become a strictly female institution was a distinct surprise. At that time it was only intended that the academy would change its type of students from boys to girls and add one or two more courses to the curriculum. But now it has been definitely decided that this well-known New Hampshire institution, which was founded in 1837, would revolutionize its entire basis. This junior college division of the Colby school for girls will correspond to the freshman and sophomore years of a regular college course. There will be a wide variety of courses, including secretarial courses, domestic science courses and special preparation for musical conservatories. Town boys will still be allowed to attend the academy, although it is doubtful yet as to whether they will be permitted to take the regular college course.

## Prize Physique Obtained Indoors

The Sarah Streeter Cup, awarded annually to the senior in Mount Holyoke College, South Hadley, Mass., who passes the physical tests with the highest standing, has been won this year by a girl who never has handled a field hockey stick or tried her hand at basketball. She is Miss Dorothea Smeltzer of Brooklyn, N. Y. She is twenty-one years old, five feet two inches tall and weighs 117 pounds. She says she has attained her physical excellence by exercising regularly in the college gymnasium. While in high school her interest in music became so great that she could give no time to organized sport. At Mount Holyoke she has continued her musical studies, practicing at the piano and singing in both the glee club and the choir. Her victory can be construed as a point for the advocates of urban life, for she was brought up in Brooklyn, with only a month or so every year at a lakeside summer resort. She admits laughingly that she has never been seriously ill in her life, and that she "gets a big kick" out of winning the Streeter Cup, which was one thing she never thought she would win.

## College Graduates Losing Leadership

College educated men are losing a leadership in public affairs, asserts David Kinley, president of the University of Illinois. Dr. Kinley ventured two reasons for a waning influence: indifference and lack of courage. "We are intellectually curious, but we have permitted ourselves to become like sponges, absorbing but never reacting," he said.

## College Hazing Halt Advised

Hazing is childish, not even excusable in secondary schools, and should not be tolerated in a university, declares Alfred Hume, chancellor of the University of Mississippi. "He who disregards and invades sacred personal rights and fails in the observance of reasonable regulations while a student is more than likely to do the same thing beyond the pale of college days," Chancellor Hume declared. "Hazing is wholly bad, wrong in principle and without any justification whatever. The practice is absolutely indefensible and should not be tolerated. It is undemocratic, un-American and un-Christian. Such artificial or class distinctions as it supports are hostile to the spirit of fair play, repugnant to every sense of justice, and cannot live in an atmosphere where everyone should stand on his own individual merit."


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### Forty Duels In One Week

Thirty-nine sabre duels and one with pistols were fought in one week recently between Jews and anti-Semites of the university in Budapest, Hungary. Strikes and riots have followed one another in rapid succession at the university all this Fall. There has been a wave of anti-semitism and attempts were made by students to prevent Jews from entering classrooms. Many duels had been fought, but the above number in one week established a record.

### Prefer Newspapers To Class Yearbooks

The tendency of high school publications in Illinois seems to be away from annuals or class year books and toward newspapers, according to Helen Rand of the University of Illinois, who says that the general progress has been steadily in this direction. Time was, she points out, when schools put annuals ahead of other things; when they had annuals if they could have nothing else. Then they began to pay attention to literary magazines, and now newspapers are the thing. The highest form of development at the present time, according to Miss Rand, seems to be a good newspaper, with the magazine issued as a literary supplement every so often and the annuals as a special edition of the literary section. So, gradually, instead of being first, the annual has come to be last.

### Likens College To Cigar Store

President J. Edgar Park of Wheaton College, in a recent address, likened education in America to a cigar store that fills its windows with teapots and looking-glasses, premiums which can be obtained in exchange for coupons. The grades in the colleges are like the coupons, he explained, used to get the diplomas. He deplored the fact that colleges, which set out to produce educated persons, have been diverted from their educational courses. He looked on some men's colleges today as colleges of ease and athletic associations, while some of the women's colleges are nothing more than fashionable finishing schools for girls. Some families do not know what to do with their daughters, so they send them to college and it becomes fashionable for them to get a college degree before their marriage. President Park wants to get education back again into college, and he desires the students to like their studies. He suggests a rational curriculum which will interest the students, sensible examinations, and teachers who will do research with their classes.

## TREND OF THE TIMES

AMERICAN PEOPLE are not yet prosperous in any absolute sense, according to statistics presented by Irving Fisher, professor of economics at Yale University. In fact, four-fifths of them, or more than ninety millions, seem to be making only a little over their expenses. They can lay up little, if anything, for a "rainy day." Accepting the national bureau of economic research's estimate that the American income in 1926 was $90,000,000,000 he contends that 93,000,000 people, out of 117,000,000 living in the United States in 1926, had about $500 of income apiece.

MOST SUCCESSFUL MEN have three times as many children as the least successful, Professor Ellsworth Huntington of Yale University discovers from a study of the records of 700 Yale alumni. In undergraduate studies and non-athletic activities outside the classroom, members of large families decidedly excel, and success in life is almost equally correlated with success in studies and student activities outside of athletics. Athletic success shows no appreciable relation to success in life, while the training a boy gets among a considerable group of brothers and sisters does.

SANTA CLAUS whiskers cost America approximately $300,000 this year, according to a survey by Collier's. "The single job of making enough of them keeps several factories employed the year round," says John T. Flynn, author of the survey showing that approximately $1,422,800,000 is spent by Americans on Christmas cheer and Christmas charities. America produces ninety per cent. of the toys given to American boys and girls at Christmas. Other expenditures are: hosiery, $130,000,000; neckties, $100,000,000; Christmas trees, $100,000,000.

WIRELESS TELEGRAPH engineers are now on their way to Monrovia, capital of Liberia, African republic, to create a high powered station there capable of being used for communication with the home office in Akron, O., of the Firestone Plantations Company, according to an announcement by the concern.

CANADA ATTRACTED 16,258 Americans across the border to take up new homes there in the first eight months of 1927. This was an increase of 1,472 immigrants compared with the corresponding months of last year. Settlers from the United States brought with them into Canada cash and personal effects valued at $5,184,702 in the first five months of the present year, or an average per individual of $420. Michigan, with 2,028, led all other states in the number of its residents removing to Canada.

AVERAGE FORTUNE left by will in France is a thousand dollars. This is the country of many but small property owners. The division of an estate among the heirs is obligatory, in obedience to Napoleon's idea, incorporated in the "Code." It was intended to break up great land-holdings and to make France a nation of property owners, a result that has been accomplished. All but one and a quarter per cent. of the people who die leave more than enough to pay their debts. Fewer than a thousand fortunes of a million francs ($40,000) are left each year.

NAVY BOMBS, both plain and fancy, now come in twenty-six different varieties. If there is a military ship afloat anywhere in the world, the Air Corps must have a bomb ready which will be able to cripple it. The latest type, weighing 4,000 pounds, when thrown against the earth, digs a crater 25 feet deep, 93 feet in diameter and with a wall of earth five feet high around the edge. It elevates water to a height of 200 feet. There are sixteen types of "fragmentation" bombs which throw bits of metal around a wide area.

DIAMONDS from Africa, rubies from Burma, sapphires from Colombia, opals from Australia, pearls from the far seas, amethyst, turquoise, topaz, jade, amber and all the glowing litany of jewels to the value of more than $80,000,000 came into the United States last year. The prosperity of the United States is thus tellingly revealed, for wealth traditionally turns to the patronage of beauty.

DISEASE GERMS sealed in a test tube on November 22, 1901, by Sir William Simpson of London, a world authority on tropical diseases, were found to be still alive when the seals were broken recently. As the longest life of bacilli of this type hitherto has been held to be one year, British scientists now question whether the generally held views of the longevity of germs will not have to be revised.

# The BOOK TABLE

OUR EVOLVING HIGH SCHOOL CURRICULUM. By Calvin Olin Davis, University of Michigan. Cloth. 300 pages. Yonkers-on-Hudson, New York, and 2626 Prairie avenue, Chicago: World Book Company.

This is a book of rare value despite the fact that the title of the book is a curiosity. A curriculum is never an evolution. A curriculum is always an attempt to prevent the evolution of anything, always says: "Thus far shalt thou go and no farther." This is the place to stop.

In the publisher's preliminary notice he says: "Everywhere . . . there is a better curriculum *structure,* with *firmer foundation.*" And this is the ideal for "*Our Evolving* . . . Curriculum."

Fortunately the author pays no attention to the title of the book, and apparently has never read about making a better *structure,* with *firmer foundation* in an *evolving* curriculum.

Professor Davis has produced an admirable book on "Our Evolving High School" because he demonstrates that the high school is less and less hampered by a curriculum *structure* with a defiant foundation.

Professor Calvin Olin Davis has collected the most important facts about public and non-public education available, and he deals with them synthetically rather than analytically, or perhaps one should say both analytically and synthetically.

High School education is not a structure, but is rather a hydro-electric educational force, so to speak, and the curriculum is in danger of being ohmic, or the measure of resistance, rather than voltage that overcomes all ohms.

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MEASUREMENT IN SECONDARY EDUCATION. By Percival M. Symonds, Teachers College, Columbia University. Cloth. 388 pages. New York: The Macmillan Company.

The craving for more advice about tests and measurements is intensified rather than retarded and there are no indications that it will be lessened in the near future.

In the first place this is the most restless professional age that America has known, and it is scarcely fifteen years since the profession accepted group tests and measurements as reasonably reliable, and they were not recognized as generally usable until they were Americanized.

As soon as Thorndike, Terman and Otis assumed special leadership in theory and efficiency in practice every leading teachers college claimed one or more special lines of virtue and every prominent publisher cultivated the new market.

The present "urge" is for the perfection of tests and measurements in secondary schools and the latest books take advantage of all previous specialists. It is less than ten years that the newer methods of objective measurement were generally used in the construction of examinations on the secondary and higher levels and standardized tests in high school subjects began to appear. Since 1920 the construction and use of standardized tests in the high school has gathered momentum until at present there is a sizable body of material and of techniques available.

Measurement in secondary education makes use of certain facts and principles which are different from those in the older and better established measurements in the elementary school. There is a change in the rate of mental growth during the high school years the nature of which is only partly understood. In secondary education the unit is the subject, whereas in elementary education the unit may be the school year.

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MINIMUM ESSENTIALS OF MATHEMATICS. Ninth Year. By Daniel W. Werremeyer, West Technical High School, Cleveland, and Charles H. Lake, first assistant superintendent, Cleveland. Cloth. 245 pages. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

"Minimum Essentials" has high significance in mathematics because there is an exact measurement for school work in mathematics that is not equally definite in any other high school subject.

Cleveland was one of the first cities to fix a definite estimate upon what children should know and know what to do in a given school year, and there has been great consistency in adhering to its interpretation of student abilities. This makes "Minimum Essentials" especially reliable professionally.

The organization of material in the lessons provides constant practice on principles previously taught and, at the same time, introduces new material. There are two hundred lessons and thirty mastery tests. It does not follow that all pupils must do all lessons, or all problems in each lesson, but the variety and quantity of material gives the teacher an opportunity to adapt the course to the needs of his class.

Daniel W. Werremeyer has taught in the elementary grades, has been principal of an elementary school, principal of various high schools, has given courses in the Teaching of Mathematics at normal schools and universities. Charles H. Lake has had wide experience in various school systems as teacher of high school science and mathematics. In Cleveland he was principal of the East Technical High School before he became assistant superintendent of schools.

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RELIGION IN THE SCHOOL CURRICULUM, OR, THE SACRAMENTALISM OF COMMON THINGS. By John Blendon Meyer, D.D. Boston: Richard G. Badger, publisher.

The separation of church and state, right or wrong, can hardly mean that because one holds a position in the government, one ceases to have any moral or religious responsibility; or that because one is a teacher, he or she ceases to have religious responsibility; for religion and morals are inseparable. There is such a thing as real religion free from sectarian bias, religion even which is common to all the great religions of the world. When one has real religion it is bound to come out in some form. Religion is not a department of life, but enters into all life. It will serve its purpose best in school if linked to the whole school course. It is not to be used as a textbook, but to be read, digested, and only used in such ways as one feels one can. Its indirect value, as a stimulant to thought, may be quite as great as its direct worth.

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BILLY BOY'S BOOK. By Alice Hawthorn, supervisor of elementary grades, Cleveland. Chicago, New York, Boston: Benjamin H. Sanborn Company.

We would like to know if any one can resist the temptation to put "Billy Boy's Book" in the hands of every child in the primer class in any school. It is superlatively attractive to every child. There are sixty exquisitely colored pictures, and as many pictures in black and white. The pictures occupy more than half of each page, which leaves room for as many lines of reading matter as the picture calls for.

The material is as fascinating to a child as "The Little Red Hen" ever was. There is not a story nor an illustration that has ever been in any other primer, and there was never anything more captivating in any primer for any child than are these stories and illustrations.

This is not a "basal" book, but is a book that every child should have a chance to enjoy.

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THE NEWSPAPER CLUB. A Natural Approach to Composition in the Schools. By H. F. Harrington, director Medill School of Journalism of Northwestern University, Evanston, and Evalin Harrington, West High School, Columbus, Ohio. Cloth. 366 pages. Illustrated. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

This is an exceedingly clever plan for the skillful teaching of composition in school. Nothing could be simpler or more scientific by way of guiding students in easy, natural, correct and effective writing. It is new in every way and has been evolved. Familiar things are the hardest to see and writing about familiar things is most alluring to readers. Good writing is the good use of the important rules of correct and effective English in writing what one wishes to write, when he wishes to write about something that he should write.

There has been nothing comparable to this available for schools. The students write interesting stories of school, home, comrades, anything they see, hear or think so as to give pleasure to others because they have written for them. The slogan is: "Make the composition practice a pleasure and not something to dread."

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THE BUCKINGHAM-OSBURN SEARCHLIGHT ARITHMETICS. Book Four. By R. R. Buckingham, Ohio State University, and W. I. Osburn, Wisconsin State Department of Education. Cloth. 390 pages. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus and San Francisco: Ginn and Company.

This book for the seventh and eighth grades carries on the same plan of "Scientific Analysis of Difficulties" that has made the first three books so attractive and everyway valuable. This series has an important new personality which is wonderfully intensified in Book Four.

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THE BOY'S BUSY BOOK. By Chelsea Fraser, author of "The Practical Book of Home Repairs." Illustrated by the author. 480 pages. New York: Thomas Y. Crowell Company.

For many years Mr. Fraser has been directing boys how to use simple tools, and how to make things themselves. In a previous book on Home Repairs he has given a vast amount of valuable information along this line. Now, in the "Busy Book," he follows it up with equally usable material for the boy in his workshop. He shows how tools are taken care of, as well as used. This begins with the pocket knife, and he has a special section devoted to whittling. Next he takes up saws, chisels, bits, planes, hammers, etc., describing a well-equipped outfit, and shows by text and illuminating diagram how to make useful things for the kitchen, simple articles of furniture, material for games, both indoor and out, wind devices, and many other articles of wood. Special chapters are devoted to work in metal, cement, paper, and leather, so that, no matter what the boy's bent, he will find abundant help here. For the boy who likes to do things this book will prove an ideal gift.

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HISTORY OF GIRARD COLLEGE. By Cheesman A. Herrick, Ph.D., LL.D., president of Girard College. Cloth. Illustrated. 390 pages. Published by Girard College, Philadelphia.

Girard College, nearing its centennial, has a more distinct personality than has any other college of the century. It does not fit into any general educational or scholastic history, and it has its first adequate history, published in 1927, by its sixth president. This is an elaborate presentation of the life and eccentricities of Stephen Girard, and the apparent reason for the founding of Girard College. It is the most reliable treatment that has been published of the "exclusion of clergymen" feature of the creation of Girard College. No other college or university lends itself quite as readily to a discussion of exceptional conditions in educational activities as does the record of the creation of this college and its administration.

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A MAN UNAFRAID. The Story of John Charles Fremont. By Herbert Bashford and Harr Wagner. Cloth. 406 pages. Illustrated. San Francisco: Harr Wagner Publishing Company.

This is by far the most important account of the Americanization of California that has been written or that is likely to be written. It magnifies the heroism of John C. Fremont, who played a larger part in American affairs from 1846 to 1856 than any man of that decade. No history of the Pacific Coast can be written that does not present a sympathetic record of "The Pathfinder," and no one has written the story of the heroic life of Fremont as is done in this noble book, "A Man Unafraid."

No other characterization of J. C. Fremont could fit him so admirably as does this. It is impossible to do justice to this book without using many pages of appreciative selections, so we detour from any attempt to review the book to indulge in a bit of autobiography. The most vivid recollection of our boyhood life is of the year 1856, when at the age of eleven we received our political christening in the Fremont and Dayton campaign as a "Wide Awake."

The little Plymouth County Methodist village of Cochesett was American to the nth power. It was "Know Nothing" one hundred per cent., and anti-slavery to the end of the limit. I have a receipt of my father's for a year's subscription of four dollars for Garrison's "Liberator."

In that atmosphere the Fremont and Dayton campaign was at white heat every hour of every day, in every way. Everybody was a "wide-awake" parader. In the public school and in the Sunday School we were enrolled as a "wide-awake."

More than a quarter of a century later we knew Jessie Benton Fremont in her Los Angeles home, and few experiences have had the same thrill as when we gave her our Fremont and Dayton "Wide Awake" badge of 1856, which we had worn day after day in the political parades of the Massachusetts village.

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ECONOMICS OF TRANSPORTATION. By W. T. Jackman, University of Toronto. Cloth. 818 pages. Chicago, New York: A. W. Shaw Company.

No problem in the United States and Canada is more vital to every industry, and all commercial relations, to the civic improvement of every section, than the problem of transportation. When a New England railroad decides to close one unimportant station on a short line of railroad it stirs up the greatest political commotion. When a branch line little used takes off a train or two in a day it scares the legislator of that section, and in one case even a Congressman's re-election was jeopardized.

There is no state in the Union that might not be lost to a political party in a Presidential election if one of its railroads curtailed its service. And yet a vast number of persons often howl in rage because the freight rate is so high.

Teachers, principals and school administrators are not expected to know anything about any of the problems of transportation. They must know about several theories of psychology, must have read several books of methods and devices, but need know nothing about these transportation problems that affect every family and every industry.

This notable treatise on the "Economics of Transportation" should be in every school library. All school people should at least be exposed to the opportunity to know about these great issues.

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## GRINS BETWEEN GRINDS

### Fastidious

Tramp—"Could you spare me something to eat, lady?"

Housewife—"I'll call my husband."

Tramp—"No thanks, lady, I ain't no cannibal."

### Doing Well

"So you did pretty well with your French while in France, eh?"

"Yes, most of the Americans over there understood what I said."—Philadelphia Bulletin.

### Motorist—Take Notice

The following police notices are issued for the benefit of English-speaking residents of Tokio, by the efficient foreign language expert of the Police Department of that city. They are instructions to motorists:—

"When the passenger of the foot heave in sight, tootle horn trumpet at him, melodiously at first, but if he still obstacles your passage, tootle him with vigor and express by word of mouth the warning, 'Hi! Hi!'"

"Suggestions for the road—Give big space to the festive dog that shall sport in the roadway in order that entanglements of the dog with the wheel-spokes shall be avoided."

"Beware the wandering horse that shall not take fright as you pass him by. Do not explode an exhaust blow at him. Go soothingly by."

### Had the Last Word

He—"Are you willing to make pastry like mother used to make?"

She—"Do you want to have indigestion like your father used to have?"—Stray Stories.

### Not the Slightest Objection

An innkeeper was disturbed in his rest one night by someone knocking at his door.

"Who's there?" he asked.

"A friend," was the answer.

"What do you want?"

"I want to stay here all night."

"All right, stay there, by all means," was the reply.—Chicago Tribune.

### A Shower of Silver

Loving Wife—"Now that you are ruined, Henry, I will disclose my secret. For years I have been saving up, and now (pouring a shower of silver coins into his hat) this may tide you over."

Husband—"Oh, my darling, how did you manage to do it?"

Wife—"Easily enough. Every time you said an unkind thing to me I put a shilling into a box." — Weekly Scotsman.

### Teacher Wonders

Willie—"What did I learn today, teacher?"

Teacher—"Why do you ask?"

Willie—"They'll want to know at home."

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# JOURNAL MAIL BAG

## Degrees vs. Ability

Editor, Journal of Education:—

I have read with considerable interest in your edition of November 28 under the head of School Problems No. 29, a query regarding the supplying of teachers for the opening of a new junior high school. The person making inquiry makes the statement that he would like to put up a standard of college degree requirements for the junior high school teacher. I am not in sympathy with his attitude. The truth of the matter is that our best junior high school teachers are selected from those who have had outstanding grade experience. They catch more quickly the junior high school spirit and are better trained teachers than those who come to us from senior high school, or who have had no other previous training than that received in college or university, as indicated by the degree.

I believe most thoroughly in degrees as degrees indicate teachers have pursued a definite line of study. But executives of our public schools, both superintendents and principals, must realize that at the present time when we are going mad on degrees, there are some experiences in life that make a teacher more valuable than any degree. The experienced grade teacher is the one who is needed to put the junior high school over.

All hail to the teacher who has a degree! but, as a principal, I say: All hail to the teacher who has something more than a degree!

The teachers without a degree in the junior high school of which I am principal do not worry me a particle. In fact, I have not neglected to take teachers of outstanding grade experience, even though they have had no degree. These teachers have built the junior high school and made it what it is. They are the outstanding people. Let us not worship so much at the shrine of the degree, but worship a little more devoutly at the altar of ability and accomplishment!

Sincerely,
A. F. Benson,
Principal, Jordan Junior High School,
Minneapolis, Minn.

## Schools Rapped by Magnate

American education is "getting away from the fundamentals," according to Alonzo B. See, millionaire maker of elevators. He launches an attack on all American schools and systems of education in his own book, "Schools," which he said would be issued privately and at an expense to himself of $100,000. "The little red schoolhouse turned out better trained youths than the colleges today," the amateur author said. "I attack all the schools, all the colleges None of them is any good. None of them recognizes the ultimate factors of education. I've asked hundreds of boys what they learn at school. They tell me 'everything,' but none of them can explain what that means. Naturally they do get everything—a smattering of arithmetic and forestry, of biology and algebra—but when they finally leave school scarcely one of them can add up a column of figures." It took him ten years to assemble the material and get it down on paper, Mr. See said. The writing was done in his own library when he could spare the time from his business.

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Here is a letter from New Jersey this week:—
"My second grade has just eaten PENNIE up. We have a hard time to keep them from reading the book too fast, they like the story so well. We have them not only tell the story, but dramatize it as well. Now they are constructing some scenes for their sand table to illustrate parts of the story."
Supt. James H. H. Bodge,
National Park, N. J.
Your second grades can read PENNIE now with real enjoyment. The vocabulary is the simplest possible, and the story is one of the most appealing of the whole ARLO series.
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## Need of Right Atmosphere

"We are responsible for providing all our children with the school buildings and environment that are physically correct," recently declared Dr. Payson Smith, Massachusetts Commissioner of Education. "We are also responsible, as parents, citizens, school officials and teachers, for seeing that the children who go into this new environment find there the right atmosphere. We ought to organize our schools so that their institutional atmosphere shall be minimized. We are now going fast, but not rapidly enough, away from the expectation that we can educate children in crowds, with methods and courses based on the possibilities and requirements of the average boy. Corporal punishment has absolutely no place in discipline, and we ought not to risk setting up dreads of that kind. And we ought in our educational program to plan as efficiently as we can for dealing with those definite and specific crises which, as we know, come in the lives of the children." Dr. Smith concluded by urging the need of sending into the schools, not theories, beliefs and opinions, so much as men and women of character, integrity, fine human instincts, sympathy and love.

## Meetings To Be Held

DECEMBER.

17-19-20: American Vocational Association Convention, Los Angeles, California. Benjamin W. Johnson, secretary, University of California, Los Angeles.

26-30: Oregon State Teachers Association: E. F. Carleton, 408 Salmon St., Portland, Ore.; Portland, Ore.

27: National Council of Geography Teachers: George J. Miller, State Teachers College, Mankato, Minn.; Nashville, Tenn.

27-29: National Commercial Teachers Federation: John Alfred White, 818 Monroe St., Gary, Indiana; Kansas City, Mo.

28-30: National Association of Teachers of Speech: H. L. Eubank, Albion College, Albion, Mich.; Chicago, Illinois.

29-31: Modern Language Association of America: Carleton Brown, Bryn Mawr College: Bryn Mawr, Pa.

### EXAMINATIONS FOR CERTIFICATES OF QUALIFICATION AS TEACHERS AND NURSES 1927

BOSTON PUBLIC SCHOOLS: Examinations of candidates for certificates of qualification to serve as teachers and nurses in the public schools of Boston will be held in The Teachers College of the City of Boston, Huntington avenue, near The Fenway, during the week of the Christmas vacation, beginning WEDNESDAY, December 28, 1927.

Detailed information with respect to these examinations may be obtained by application to the Chief Examiner, 15 Beacon street, Boston.

JOEL HATHEWAY,
Chief Examiner.


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